

# Do It Yourself in Education (DIYLab): Spanish Higher Education

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**DIYLab** — Do It Yourself in Education:  
Expanding Digital Competence To Foster  
Student Agency And Collaborative Learning



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# Partners



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**Charles University**  
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Prague, Czech Republic



# Digital competence



## Connectivism

(Siemens, 2008; Kop & Hill, 2008)

## Youth culture

(Buckingham, 2007)

## Create, share and learn in collaboration

(Guzzetti, Elliott, & Welsch, 2010)

## PRODUCERS



Starting in the '90s  
(McKay, 1998) (Spencer, 2005)  
(Eisenberg & Buechley, 2008)  
(Guzzetti, Elliott & Welsch, 2010)  
(Lankshear & Knobel, 2010)  
(Kafai & Peppler, 2011)

## The project aims

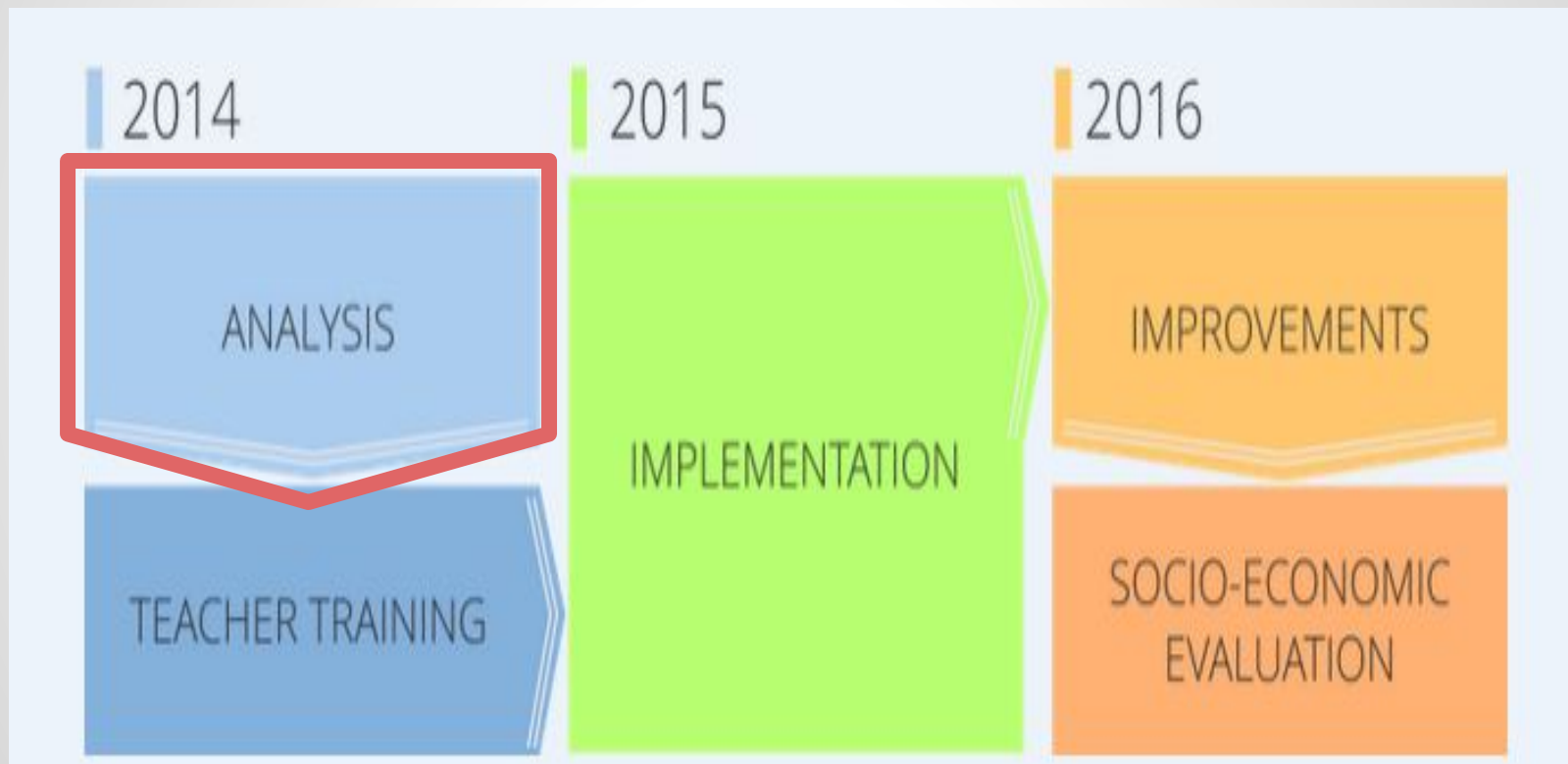
## Expanding students'

To deeply and sustainably transform teaching and learning practice in institutions involved.

To promote life-long, life-deep and life-wide learning by...



## Project overview

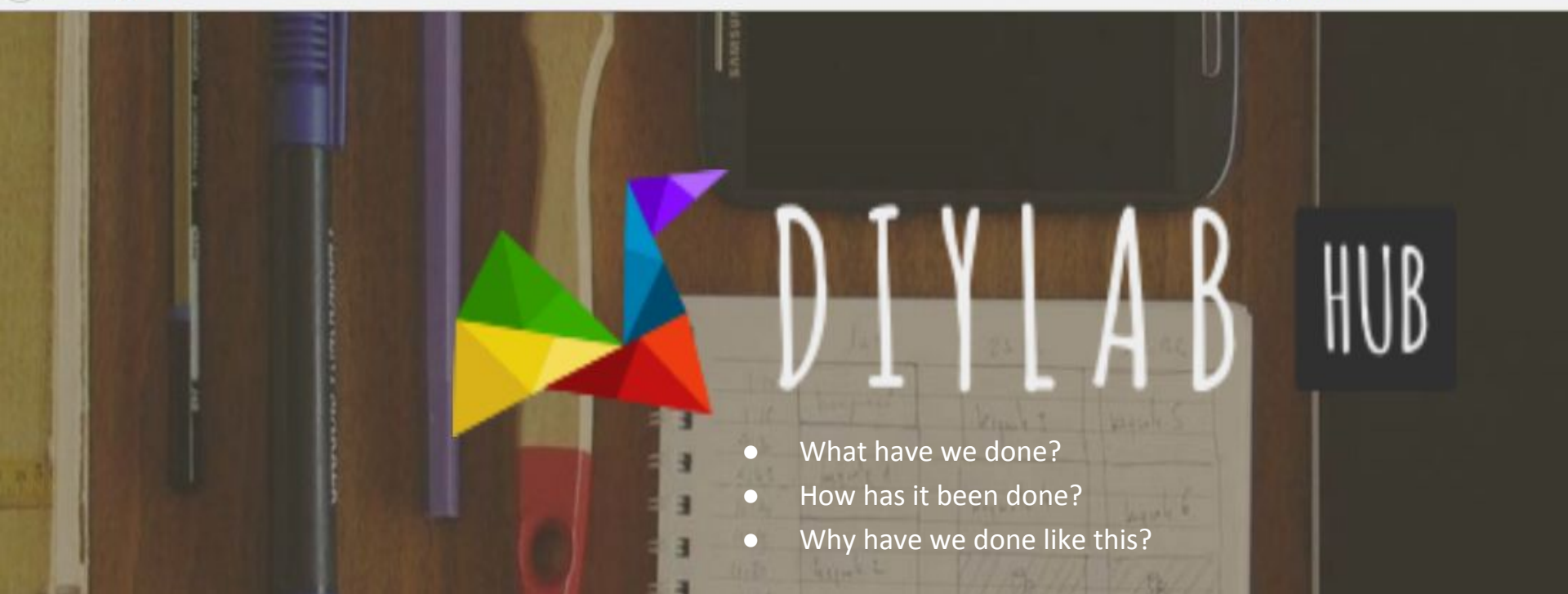


## The DiyLab project in higher education

STUDENTS will  
**develop**  
agency, collaboration  
and digital skills  
**using** digital  
technologies



# Sharing



- What have we done?
- How has it been done?
- Why have we done like this?



## 2. Methodological approach

- **Collaborative action research**

(Reason and Bradbury, 2001, p. 1)

- **Complementary research methods**

(Green, Camill & Elmore, 2006)

# ANALYSIS

## First step

### Analyzing teaching plans



## Categories to analyze

- Pedagogy undergraduate degree.
- Primary School Teacher undergraduate degree.
- Infant School Teacher undergraduate degree.
- Social Education undergraduate degree.

- Autonomous and self-regulated learning.
- Interdisciplinary knowledge.
- Digital competence.
- Collaborative and problem-based learning.
- Opportunities and limitations for anchoring the DIYLab programme to the curriculum.

# ANALYSIS



## Second step Conducting focus groups

### Participants

#### Estudiantes

- 2 students of the Pedagogy degree.
- 2 students of the Social Education Degree.
- 1 student of the Primary School Teacher degree.

#### Docentes

- 1 of the Department of Didactics of Musical and Body Expression
- 2 of the Department of Theory and History of Education.
- 1 of the Department of Research Methods and Diagnosis in Education.
- 1 of the Department of Didactics and Educational Management.
- 1 of the Department of Didactics of Experimental Sciences and Mathematics.

## Categories to analyze

- Knowledge and evaluation of the notion of DIY.
- Autonomous and self-regulating learning.
- Interdisciplinary knowledge.
- Digital competence.
- Collaborative and problem-based learning.
- How to frame the project considering the formal aspects of the curriculum.
- Emerging elements befitting each situation.

Table 1: Composition of the 2 focus groups

# 3. Outcomes

1r any 1r semestre	2n semestre	2n any 1r semestre	2n semestre
Teoria de l'Educació 6 cr.	Antropologia Pedagògica 6 cr.	Estadística Aplicada a l'Educació 6 cr.	Pedagogia Social 6 cr.
Didàctica i Currículum 6 cr.	Diversitat i Educació 6 cr.	Pensament Pedagògic i Social Contemporani 9 cr.	Economia de l'Educació 6 cr.
Història de l'Educació 6 cr.	Teoria i Pràctica de la Investigació Educativa 6 cr.	OT 3 cr.	Instruments i Estratègies de Recollida d'Informació 6 cr.

3.1 The strengths of the institution in relation to the project

3.2 The difficulties in implementing the project at the institution

3.3 The arising questions and challenges



The project



## 3.1 The strengths of the institution in relation to the project

- They value **positively the implementation** of this project, emphasizing the active role of the students (Faculty members).
- They highlight the need of **teachers who guide** the project (Students)
- The importance of **applying knowledge** (Students and Faculty members)



## 3.2 The difficulties in implementing the project at the institution

- The teachers explained their **difficulties in the command** of the **digital competence** and the students to the **group work**.
- The students think that the most widespread **attitude and role of university teachers and students** are not the most appropriate.



### 3.3 The arising questions and challenges

- Students' motivation to develop their projects and initiatives.
- The autonomy of the students to focus and manage their learning practices.
- Relationship and connections between what students do and learn inside and outside the university.
- The use of digital resources..



## 4. Conclusions



New real scenarios that respond to the needs of each context with a comprehensive and innovative structure



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# The group

The consolidated research group **Esbrina — Subjectivities, Visualities and Contemporary Learning Environments** (2014 SGR 632) ·



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